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ABSTRACT

This report describes Project KANPE, a multi-site program. In its final year of a three-year funding cycle, the project served approximately 275 Haitian students of limited English proficiency in grades nine through twelve at three New York City high schools. Ninety-six percent of the target population were born in Haiti and all spoke either Creole or French as their first language. The original program goal was to provide talented Haitian limited English proficiency (LEP) students with the opportunity to gain proficiency in English while continuing to develop their academic skills. The project proposed to use instructional assistants and aides to supplement each school's bilingual services. However, as only one of the schools had a basic bilingual program, at the other two Project KANPE became the basic skills program. Curriculum development, likewise, could only be a major component of the program at one of the schools. At that school, staff development and parent involvement were promoted. Students were assessed in English language development; growth in mastery of the native tongue; mathematics, science, and social studies; attitude toward school and cultural heritage; and attendance. The report ends with ten recommendations for future projects serving similar populations. (RDN)

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O.E.E. Evaluation Report

March, 1984

Grant Number: G00-800-6165

PROJECT KANPE

1982-1983

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UD024360

A SUMMARY OF THE EVALUATION
FOR PROJECT KANPE
1982-1983

This multi-site program, in its final year of a three-year funding cycle, served approximately 275 Haitian students of limited English proficiency in grades nine through twelve at three New York City high schools: Louis D. Brandeis High School in Manhattan, Hillcrest High School in Queens, and Erasmus Hall High School in Brooklyn. Ninety-six percent of the target population were born in Haiti and all students spoke either Creole or French at home as their first language. The students varied considerably in their ability in the native language, proficiency in English, and overall academic preparedness.

The original program goal was to provide talented Haitian LEP students with the opportunity to gain proficiency in English while continuing to develop their academic skills. A transition to the mainstream was to occur within two years. Once mainstreamed, it was assumed that students would no longer require program services.

The project proposed to use instructional assistants and aides to supplement each school's bilingual services to talented students. However, at Brandeis and Hillcrest, there were no basic bilingual programs; Project KANPE became the basic skills program at these sites, concentrating on serving the needs of all Haitian LEP students rather than working exclusively with talented students. Since Erasmus Hall had a tax-levy funded basic bilingual program for Haitian LEP students in operation since September, 1981, the KANPE program operated as proposed at this site.

Project KANPE was centralized under the jurisdiction of the High School Division of the New York City Public Schools. Title VII funds supported 14 positions: a project director, three grade advisors, one curriculum specialist, two family assistants, five educational assistants, and two student aides. The program suffered from a series of administrative difficulties from its outset. A new project director was appointed in August, 1982 and since this individual was also responsible for three other Title VII programs, an assistant director was recruited to assume responsibility for the project.

Although curriculum development was cited as a major component of the program as originally proposed, it received relatively little attention at both Hillcrest and Brandeis. At Erasmus Hall, the only school which had a curriculum developer on staff, greater efforts were made in this area. A curriculum had been developed for a Haitian literature class and was in progress for a bilingual economics class. Development activities for staff members included attendance at workshops, conferences, and university courses. Parents of participating students were involved through parent-teacher conferences, attendance at open-school night activities and E.S.L. classes held either at the school or in the community.

Students were assessed in English language development (Criterion Referenced English Syntax Test and the Regents Examination in English); growth in their mastery of the native language (the Regents Examination in French and teacher-made tests); mathematics, science, and social studies (the Regents Examinations and teacher-made tests); attitude toward school and cultural heritage (program-developed scales); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

-- Program students at Brandeis mastered an average of 3.11 CREST objectives per month in the fall and 1.72 CREST objectives per month in the spring.

-- At Hillcrest, program students mastered an average of 2.53 CREST objectives per month in the fall and 0.95 CREST objectives per month in the spring.

-- In native language studies classes, program students at all three sites demonstrated passing rates which exceeded 80 percent in both semesters.

-- Overall passing rates in mathematics classes were 53.7 percent in the fall and 66.7 percent in the spring. In science, overall passing rates were 88.6 percent in the fall and 82 percent in the spring. In social studies, students achieved overall passing rates of 64 percent in the fall and 73.7 percent in the spring.

-- At Hillcrest, 37 percent of the program students taking the test passed the Regents Examination in English; 90 percent passed the Regents Examination in French; and 45 percent, 50 percent, and 31 percent passed the Regents Examinations in mathematics, science, and social studies, respectively.

-- The stated objective in the area of attitude toward cultural heritage and continued education was not met at any site. However the validity and reliability of the program-developed instruments might be questioned.

-- The attendance rate for program students was significantly higher than the average school-wide attendance rates.

The following recommendations are provided for future projects serving similar populations:

-- Conducting a needs assessment prior to site selection, based on the most comprehensive survey information on LEP students to ensure that program resources are placed where the greatest need exists and to determine the most strategic ways to utilize these resources on site;

-- Having the Division of High Schools enter into more formal agreements with schools who elect to participate in centrally-administered programs to ensure that school resources will be provided as a basis for project functioning;

-- Ensuring that central project directors are freed of multiple administrative responsibilities and demands which prevent their working full-time with the project;

-- Designing future proposals to emphasize basic skills development for Haitian students in New York City high schools -- a need clearly demonstrated by the KANPE experience;

-- Establishing a central system to gather and record information about the academic progress of program students in the form of individual student files containing test scores, entry and exit information, follow-up services, and attendance figures;

-- Having central Board of Education decision-makers consider developing magnet programs at chosen high school sites to concentrate services for smaller language groups with varying subpopulations;

-- Ensuring that in future projects, all student achievement is assessed as proposed, and that data are reported completely and accurately;

-- Considering more reliable measures of student attitudes toward school and native cultural heritage such as attendance rates or post-high school plans, rather than an attitude scale;

-- Making greater efforts to involve parents in program and school activities such as E.S.L. classes;

-- In the development of curricula, focusing on the translation and adaptation of instructional materials which directly meet student needs. The project should share resources in order to avoid duplication of efforts.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT KANPE

NEW YORK CITY HAITIAN BILINGUAL TALENT ACADEMY

Central Location:	442 Houston Street (P.S. 188) New York, N.Y.
Sites:	Hillcrest High School 160-95 Highland Avenue Jamaica, N.Y. 11432 Erasmus Hall High School 911 Flatbush Avenue Brooklyn, N.Y. 11226 Louis D. Brandeis High School 145 West 84th Street New York, N.Y. 10024
Year of Operation:	1982-1983, last year of a three-year cycle
Target Languages:	French, Creole
Number of Participants:	Approximately 450 students proposed/ 275 reported
Project Director:	Angelo Gatto
Assistant Director:	Yanick Morin

I. PROJECT DESCRIPTION

BACKGROUND

Project KANPE was a multi-site bilingual program proposed to help talented Haitian students acquire English-language proficiency. In 1982-83, the project served students at three New York City high schools: Hillcrest High School in Queens; Erasmus Hall High School in Brooklyn; and Louis D. Brandeis High School in Manhattan. The three schools were selected because of their proximity to areas where many Haitian immigrants have recently settled.

The project, which started in February, 1981, was centralized under the jurisdiction of the High School Division of the New York City Public Schools. According to its funding proposal, the program was designed "to provide bilingual excellence for the talented students of limited English-speaking ability" and "to permit promising talented Haitian students whose home language is not English, to acquire optional second language proficiency while developing their academic skills to the fullest."

Four hundred and fifty talented Haitian students whose dominant language was Creole or French and who had not previously participated in a Title VII-funded program were to be served. They were to receive individualized instruction in English as a second language (E.S.L.), native language studies, and career orientation, as well as content-area courses in mathematics, science, and social studies taught in the native language with summaries in English.

Non-instructional services such as guidance, curriculum development, staff development, and parental involvement were to be provided, as well as E.S.L./Americanization and high school equivalency classes to parents and other relatives of program students.

SITE SELECTION

There had been several changes in project sites since the funding proposal was submitted. The project proposed to select schools that had concentrations of Haitian students, access to good public transportation, and nearby colleges and universities that could facilitate training and share resources.

Hillcrest was the only proposed site to participate in the program throughout the funding cycle. Erasmus Hall and Charles Evans Hughes High Schools were selected in 1981 when the originally proposed Midwood and Campus High Schools did not have Haitian populations large enough to justify program services. Charles Evans Hughes which later was scheduled for closing, was replaced first by Philip Randolph High School and then, in February, 1982, by Louis D. Brandeis.

GOALS AND OBJECTIVES

Project KANPE proposed the following instructional and non-instructional objectives:

-- to provide a program of instruction that would enable students to improve their basic academic skills in reading and writing in their native language and in English;

-- to foster a positive self-concept through the study and appreciation of students' native cultural heritage and of American culture through contact with English-dominant peers;

-- to increase students' academic achievement;

-- to encourage students to continue their studies and to graduate;

-- to achieve more effective communication between the lower schools and the high schools;

-- to train Project KANPE staff to become more aware of the needs and problems of bilingual students and to increase the staff's effectiveness as bilingual educators;

-- to increase parents' support and participation in the project;

-- to increase student attendance;

-- to establish a bilingual career center at each site staffed by a full-time bilingual specialist;

-- to provide bilingual instruction in basic skills and career orientation;

-- to foster acquisition of basic skills in the fields of health, international trade, law enforcement, and foreign services;

-- to show students how bilingualism can work for them by using successful bilingual persons as volunteer helpers;

-- to develop positive work habits and self-esteem;

-- to improve students' performance on Regents and standardized examinations, including the New York State Minimum Competency Examinations;

-- to develop the competencies and attitudes that would ensure the development, maintenance, and institutionalization of the program at each site following the project's termination;

-- to encourage students to acquire practical skills by providing on-the-job experience or bilingual executive internships in international trade, business, foreign service, law enforcement, and health.

The proposal predicted that participating students would show significant growth in English, French, or Creole language achievement, content-area achievement, attitude toward their native heritage, and attitude toward school. In addition, the proposal predicted that the drop-out rate of project students would be lower and the attendance rate would be higher than the rates of the mainstream population at the three sites.

ENTRY AND EXIT CRITERIA

Students were to be selected for project participation on the basis of the following criteria:

-- length of time in the United States from one month to one year;

-- a score below the twenty-first percentile on the English Language Assessment Battery (LAB);

-- school record from Haiti showing average grade of 75 or above;

-- teachers' and counselors' recommendations of those most in need of E.S.L. instruction;

-- direct referrals from the High School Division Placement Centers;

-- referrals from other high schools that had no appropriate bilingual programs; and

-- personal interviews.

The program was to include up to 50 percent of all incoming Haitian students who scored 75 or above on the High School Division placement test. Priority was also to be given to older, academically able Haitian refugees. Although these students were reported by staff to be the most likely to drop out of school and most prone to delinquency, they were also said to be the most willing to plan for a college education.

It was assumed that program students would no longer require KANPE services once they were mainstreamed (in two years or less), or they attained the twenty-first percentile on the English LAB.

ORGANIZATION AND STAFFING

The project's administrative office was located at P.S. 188 on the Lower East Side of Manhattan where several centralized projects are housed.

The program suffered from a series of administrative difficulties from its outset, which resulted in the original director's taking sabbatical leave in August of 1982. At that time, the present director was asked by the Division of High Schools to assume responsibility for the project. It soon became clear to the new director that the program administration was in disarray; there were many unresolved budget problems, and administrative records could not be located. In addition, no records of student participants or achievement data could be found for evaluation purposes.

This backlog of unresolved administrative problems absorbed a great deal of time and since the project director was also responsible for three other centrally administered Title VII programs, an assistant director was recruited to assume administrative responsibility for the project. Nevertheless, dealing with these problems had an impact on the central staff's ability to conduct program activities and spend time at the participating sites.

The assistant project director had responsibility for direct contact with the three sites. She visited the sites, although with no set schedule, and was responsible for program implementation. This included meeting with principals and foreign language department heads at the three sites to discuss the needs of project participants and how those

needs were being met. At some sites, the assistant director was also responsible for coordinating curriculum development. Since 1982-83 was the last program year, and all the participating schools had been part of the program last year, a system had already been established.

Each site had a Title VII-funded grade advisor who supervised the other KANPE staff members assigned to the school. At Erasmus Hall, the Title VII staff also included a curriculum specialist, a family assistant, three educational assistants, and a student aide. At Hillcrest, the KANPE staff also included an educational assistant and one student aide. At Brandeis, the paraprofessionals included a family assistant and an educational assistant.

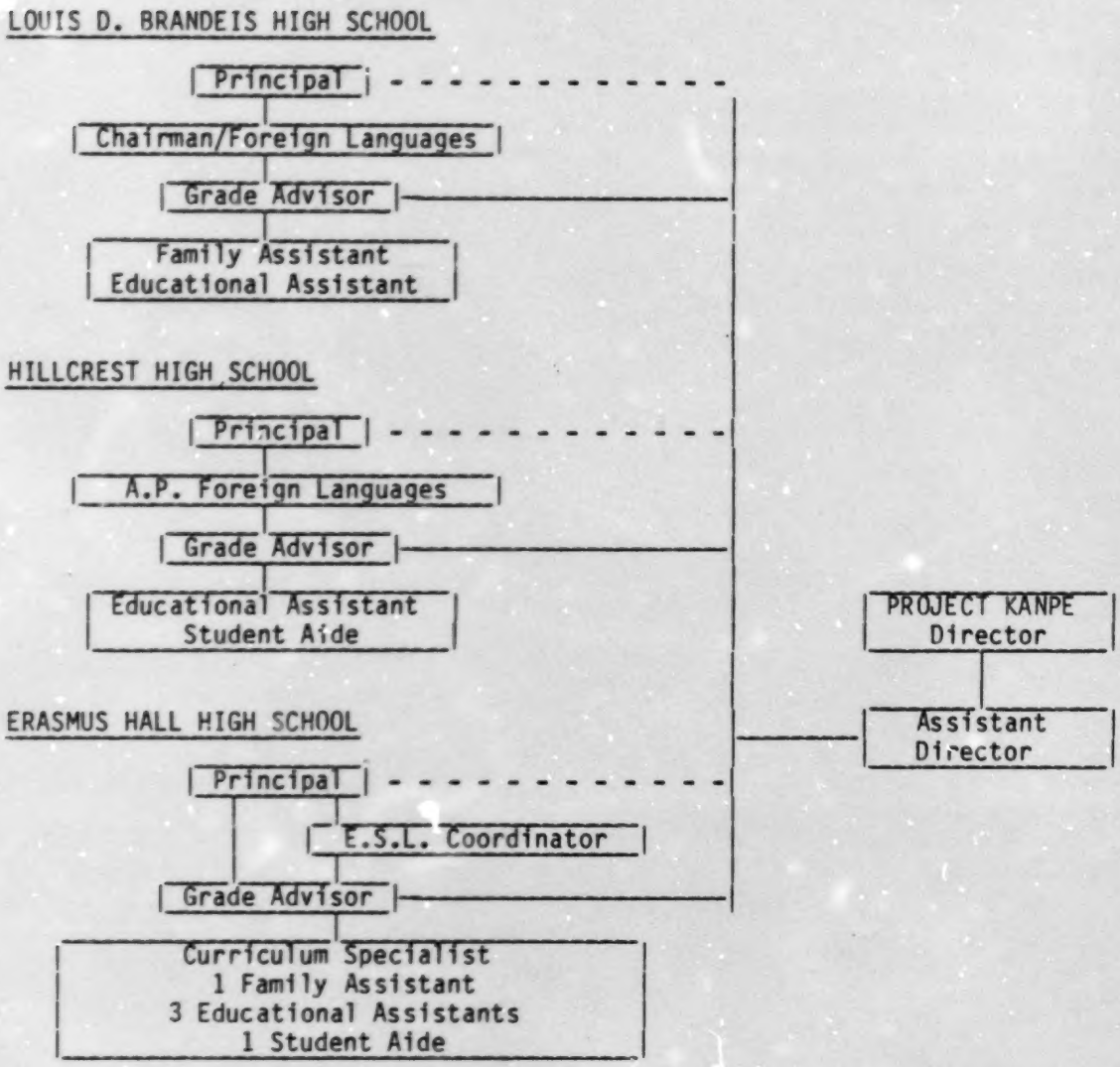
At Erasmus Hall, the KANPE grade advisor reported both to the E.S.L. coordinator and directly to the principal. At Hillcrest, the grade advisor reported to the assistant principal of foreign languages. The grade advisor at Brandeis reported to the chairman of the foreign language department, who reported to the principal. Figure 1 shows Project KANPE organization.

In the fall, the director and assistant director visited each site and met individually with the project staff to discuss the project, its goals, and job descriptions and responsibilities. A project information kit, developed by the director, was also given to each staff member as well as to each school administration.

According to the project directors, several meetings were held during the school year with the principal and E.S.L. coordinator at Erasmus Hall. Meetings were also held with the assistant principals for

FIGURE 1

Project KANPE Organization, 1982-1983



bilingual education at Hillcrest and Brandeis. On-site meetings were also held with project staff to provide materials, suggest activities, and conduct administrative matters. Phone communication was also maintained between the directors and the on-site staff for routine activities such as purchase orders, arranging trips, and tuition reimbursement.

II. STUDENT CHARACTERISTICS

Of the 274 students for whom information was reported in 1982-83, 96 percent were Haitian immigrants; 12 students were U.S.-born. Female students outnumbered males at Hillcrest, Brandeis, and in the total program (see Table 1) and over 80 percent of the students had spent only one year in the program (see Table 2).

The educational histories of Project KANPE students varied considerably. Many suffered interrupted schooling and, due to limited educational opportunities in Haiti, a considerable number received fewer years of education than their grade level would indicate. A large number of students were overage for their grade as a result of the differences in the academic standards of Haitian versus American schools. Table 3 presents the distribution of students by age and grade.

All Project KANPE students spoke Haitian Creole and French at home. (Whereas Creole is Haiti's spoken language, French is the official language taught in the schools.) At all sites, all of the Haitian students were Creole-speaking, but had some knowledge of French. As a result, both French and Creole were used in bilingual content-area and native language studies classes at the program sites.

TABLE 1

Number and Percent of Program Students by Sex and Grade

Grade	Hillcrest M	Hillcrest F	Erasmus M	Erasmus F	Brandeis M	Brandeis F	Total M	Total F	Total	Percent of Total
9	8	14	48	49	12	21	68	84	152	55
10	10	12	21	19	5	8	36	39	75	27
11	10	11	0	0	4	2	14	13	27	10
12	4	17	0	0	0	0	4	17	21	8
Total Number	32	54	69	68	21	31	122	153	275	100
Percent by Sex	37	63	50	50	40	60	44	56		

- Over 50 percent of Project KANPE participants were female.
- Most students were in the ninth grade.

TABLE 2

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	5	5	2	0	12
1 Academic Year	141	50	25	20	236
1-2 Academic Years	6	18	0	0	24
2-3 Academic Years	0	1	0	0	1
TOTALS	152	74	27	20	273

[a]Rounded to the nearest year.

- Over two hundred students entered the program in fall, 1982.
- Eighty percent of these new entrants were in the ninth and tenth grades.

TABLE 3

Number of Program Students by Age and Grade

All Students

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7	0	0	0	7
15	29	4	1	0	34
16	42	16	6	0	64
17	30	20	7	8	65
18	29	20	8	7	64
19	10	9	4	4	27
20	2	5	1	1	9
21	1	1	0	1	3
TOTAL	150	75	27	21	273

All Overage Students

Number	114	55	13	6	188
Percent	76.0	73.3	48.1	28.6	68.9

Brandeis

Number	26	9	4	0	39
Percent	78.8	69.2	66.7	0	75.0

Erasmus Hall

Number	79	36	0	0	115
Percent	83.2	9.0	0	0	85.2

Hillcrest

Number	9	10	9	6	34
Percent	40.9	45.5	42.9	28.6	39.5

Note. Shaded boxes indicate expected age range for grade.

- Sixty-nine percent of KANPE students were overage for their grade.
- Erasmus Hall had the highest percentage of overage students (85 percent).

III. INSTRUCTIONAL SERVICES

OVERVIEW

As outlined in the proposal, Project KANPE students at each site were to attend nine forty-minute periods daily, including lunch. These courses were to include E.S.L. and native language studies, in addition to mathematics, social studies, and science, taught in French or Creole. Each content-area class was to end with a summary of the lesson, presented in English.

The project proposed to use its educational assistants and aides to provide supplementary bilingual services to talented students. Working with bilingual classroom teachers, these assistants and aides were to tutor students individually or in small groups, on a pull-out basis, to enhance overall bilingual instruction at each site. However, program staff found that at the participating sites, the actual needs of students were much greater, and the services provided by the schools often did not meet those needs. Thus, although funded to provide supplementary services, materials and curricula, and classroom assistance, KANPE staff on-site had to assume much broader responsibilities, including testing, programming, and instruction. Thus, the program activities shifted towards providing basic instructional and non-instructional services to a broad range of Haitian students, fitting in with the particular needs of each school site.

For example, at Brandeis and Hillcrest, no tax-levy, bilingual content-area instruction was available to Haitian students; Project

KANPE thus became the bilingual program. In the absence of basic services, KANPE staff members worked with all Brandeis and Hillcrest Haitian LEP students as needed, rather than working exclusively with talented students. Since Erasmus Hall had implemented a tax-levy program of bilingual instruction, only the project's supplemental services were needed at this site.

HILLCREST HIGH SCHOOL

Hillcrest High School is a four-year comprehensive high school serving the Jamaica and Flushing areas of Queens. Hillcrest also offers internship programs in pre-med, practical nursing, advanced placement, and international studies. It is also a magnet school for a two-year career program in art, health, industrial technology, music, and business communications. This year the school had about 3,000 students enrolled.

The Project KANPE staff included a grade advisor, an educational assistant (who had been a student aide until February), and a student aide. All staff members had excellent working relationships with the school administration. The grade advisor supervised the program staff, provided individual remedial instruction, counseled students, taught two French classes, planned student trips, guided the Haitian Club, and served as liaison with the school, parents, and students. The other staff members provided tutorial help for ninth- and tenth-grade students who demonstrated need, as well as general assistance with matters such as office paper work, and some communication with parents when necessary.

In 1982-83, program entry procedures remained the same as in previous years. Non-English-speaking students were identified by the school's

intake staff, were interviewed by a guidance counselor who spoke French (but no Creole), and were given the Language Assessment Battery (LAB). This procedure was supposed to provide the assistant principal of foreign languages with a list of Haitian LEP* students for E.S.L. placement. Since during the previous year, LAB scores were not returned and the list was not compiled, students were identified for E.S.L. instruction primarily on the basis of teacher recommendation. In 1982-83, more emphasis was placed on the students' school records from Haiti and word-of-mouth referrals. In fact, many Haitian students requested to take part in the program. As a result, all 93 Haitian students enrolled in the school participated in the project.

According to staff members, academic achievement was high at Hillcrest. As the assistant principal of foreign languages said, "The problem here is with the English language; it is not with academic performance." There were no drop-outs this year and in general, less absence than the mainstream school population. The school administration supports the program and encourages students to be mainstreamed in as short a time as possible. According to the assistant principal of foreign languages, the administration emphasizes E.S.L. rather than bilingual skills as a means of encouraging unity among the student population as a whole. The A.P. also spoke very highly of the KANPE grade advisor.

A member of the evaluation team observed a French class of 25 students (six of them Haitian) taught by the grade advisor. No student aide or educational assistant was present during the class. Students

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*Students of limited English proficiency.

were selected at random to respond to the teacher's questions. They did so with enthusiasm. The teacher used both French and English in conducting the lesson. Students, however, addressed the teacher and each other in English. A Haitian LEP student had won first prize in a regional contest for the best French student and was applauded by her classmates.

The Haitian literature class (N.L.A.) offered last year on a trial basis, was not held due to an insufficient number of interested students. As a result of a school policy allowing students to attend any class taught at the school, a cultural heritage enrichment course for Haitian students received less attention than courses geared for the mainstream student population.

Project KANPE staff maintained a resource room with books on Haitian literature, art, and history purchased with project funds. Students freely used the resource room, requesting both assistance and resources.

Of the three schools participating in Project KANPE, Hillcrest appeared to have the greatest number of gifted students. Although the staff members appeared to have excellent relationships with the students, they stated they could not work effectively with these students for two reasons: students were self-motivated and did not want to be seen as needing help; and Hillcrest already provided excellent programs for its gifted students.

ERASMUS HALL HIGH SCHOOL

Erasmus Hall is a comprehensive, four-year high school in Brooklyn with a 90 percent black student population. There were about 500 Haitian students out of a school population of approximately 3,000.

Approximately 180 students of Haitian background were served by Project KANPE at Erasmus Hall this year. The staff included a bilingual grade advisor, who had been a mainstream math teacher with certification in science, a curriculum developer who serves as a resource teacher, a family assistant, and three educational assistants. Project KANPE services began in February, 1981.

In September, 1981, Erasmus Hall implemented a tax-levy funded basic bilingual program for Haitian LEP students. This program included self-contained content-area courses taught in French or Creole, under the supervision of the respective department chairpersons. The Project KANPE director had provided technical assistance in establishing the bilingual program. The tax-levy program offered eight social studies classes (global skills), four basic math classes to prepare students for the Regents Competency Test, and five science classes. The school also offered E.S.L. instruction.

The E.S.L. coordinator, who had responsibility for student placement, provided the KANPE grade advisor with a list of Haitian students eligible for service on the basis of LAB scores. During 1982-83, Project KANPE staff evaluated incoming students using the results of a math test given in French or Creole, a French test, as well as an evaluation by the grade advisor to determine students' grade levels and class selection. The E.S.L. coordinator continued to do the English evaluation.

According to the grade advisor, an overwhelming need for assistance was demonstrated by the "average" rather than "talented" students. Attention was therefore directed more towards serving the former group.

During the first part of the year, the curriculum developer taught an after-school Haitian literature class for those talented students indentified on the basis of the reading test. However, the class ended in January as a result of a lack of support from the school administration.

The grade advisor taught a chemistry enrichment course for talented students. Twelve students were enrolled in this after-school tutorial. The materials used were in English and students were proficient enough in English to use those materials. However, no instructional records were available to document these tutorial services.

An E.S.L. and a basic mathematics course were observed at this site. The E.S.L. "D" class -- a reading of a Sherlock Holmes adventure -- was conducted entirely in English. Students read the story, responded to the teacher's questions, and offered comments on the selection. The teacher provided feedback throughout the lesson and students demonstrated an understanding of the material. Although the students addressed the teacher in English, they used Creole in communicating with each other.

The basic mathematics class focused on eighth-grade mathematics skills, although it included students in grades nine to eleven. Students were working on finding the square roots of given numbers in preparation for an exam. All directions and explanations were written on the blackboard in English, but the lesson and all exchanges were conducted in Creole. An educational assistant checked students' work during the class. The preliminary textbook appeared adequate for use with this population.

In addition to teaching responsibilities, the grade advisor counseled

all Haitian students to help them adjust to their new environment, tutored individual students, advised the 50-member Haitian Club, and conducted student trips. The grade advisor also conducted staff development activities for project staff and bilingual teachers in French language arts, math, and science.

In general, the grade advisor was the mainstay of the project at this site. Although he expressed a need for greater support from the central staff, the project seemed to function well because of the competence and strength of the grade advisor and the staff's support of his work.

The curriculum developer/resource teacher translated lesson plans into French for an economics course. He also tutored students after school and in the morning. The family assistant, who is a school psychologist, served as ombudsman for the students and their families. He met with parents, often at home on his own time, provided career guidance, and generally served as a role model for the students. The educational assistants provided tutorial services for project students, working individually or in small groups.

The project did maintain a resource room for the students containing books on Haitian literature and history. Students came and went freely both in the resource room and in the project office to talk with the staff. The project students seemed to have developed excellent relationships with staff members as a result of this kind of openness.

The school administration complimented the program staff on the attendance of its students. Only one student dropped out and none were

suspended as compared to 350 suspensions among mainstream students. Haitian students were also at the top of their class in academic performance.

LOUIS D. BRANDEIS HIGH SCHOOL

Brandeis is a four-year comprehensive high school serving the upper west side of Manhattan up to the George Washington Bridge. It serves approximately 3,500 students in two buildings, the annex on 65th Street for ninth and tenth graders and the main building on 84th Street for eleventh and twelfth graders. However, ninth- and tenth-grade Haitian LEP students attended classes at the main building in order to participate in Project KANPE.

This year, the program served 50 Haitian students in the ninth and tenth grades, out of 100 Haitian students enrolled in grades nine through twelve. The program began at Brandeis in February, 1982 with a staff of one grade advisor with teaching responsibilities. This year, the staff was supplemented by a family assistant and an educational assistant.

Entering Haitian students were first advised by an admissions counselor, who spoke some French and Creole. Those students eligible for the bilingual program, as dictated by their LAB scores, were directed to the project grade advisor. Most of these students were programmed for two periods of E.S.L., two periods of content-area subjects such as typing, global studies and bookkeeping, and one period each of LAB reading (remedial instruction), French native-language studies, health education or gym, and mathematics.

The grade advisor, who was supported entirely by Title VII funds, served in this capacity for five periods daily. His duties included advising the ninth- and tenth-grade Haitian students, providing a liaison between the home and the school, developing a social studies curriculum, and reviewing student records for the purpose of providing tutorial assistance in social studies. In addition, the grade advisor taught daily classes in social studies and mathematics, both in French with Creole explanations.

According to the grade advisor, the program was not exclusively for gifted Haitian students but for all Haitians in need. However, he also stated that he was paying special attention to the gifted by getting them involved in extracurricular school activities and providing them with Haitian literature materials in bimonthly after-school tutorial sessions.

The family assistant was the contact between the program and the parents, providing information about the program and advising them of academic problems and school meetings. She also served as a tutorial assistant, giving help on an individual or group basis either after class or during free periods.

The educational assistant helped in class when the grade advisor was teaching. She wrote lesson plans on the blackboard, made sure that students took notes in class, helped with discipline, and provided tutoring in mathematics after class with individuals or groups of students.

Two classes were observed at Brandeis -- a social studies class

conducted in French and Creole, and a French 2 class for ninth and tenth graders. Thirty-three students were present in the social studies class. The topic of class was characteristic traits of the Renaissance and students competed to answer the questions posed by the teacher. The teacher used 90 percent French/10 percent Creole when addressing the students. Student-to-student exchanges were conducted in Creole, but students addressed the teacher in French. A paraprofessional was present in the class who wrote assignments on the board and checked to see that students were following the teacher's instructions.

In the French 2 class, students were reviewing for an upcoming examination by completing oral and written exercises. Students were selected at random to answer questions and the class was very animated, with most of the students participating actively. Ninety-nine percent of the language used during the lesson was French. However, students addressed each other in Creole. No paraprofessional staff member was present in the classroom.

The paraprofessionals complained about the limited time available to do their work efficiently and also pick up materials at the central office. The chairman of the foreign language department, while describing the grade advisor as both hardworking and extraordinary, complained of never having met with anyone from the central office during the year. Overall, communication problems existed between school personnel and the central office throughout the school year.

The project's resource room appeared totally inadequate. Since it also served as the school's multi-purpose conference room for seniors,

the extra-curricular sports room, the photography teacher's office, and the central point for graduation activities, there was no privacy to conduct program activities.

French books purchased with project money were available in the school library. However, it was evident from their location and new appearance that these books were not circulating.

IV. NON-INSTRUCTIONAL SERVICES

STAFF DEVELOPMENT

The proposal predicted that 90 percent of staff members would show improvement of at least one-scale point on a seven-point scale (to be developed) in their awareness of student needs and problems as a result of their participation in Project KANPE. It also predicted that 90 percent would demonstrate professional growth by participating in a training component composed of college credit courses and on-site workshops in bilingual methodology and curriculum development.

Although the scale for assessment of staff awareness of student needs and awareness was not developed, interviews with project staff and school administrators indicated that an increase in awareness did take place. Project staff participated in three types of staff development activities: university courses, workshops, and conferences. All project staff members at Erasmus Hall, the educational assistant at Hillcrest, and one of the educational assistants at Brandeis were enrolled in various university courses.

In addition to telephone contact with the project director to discuss bilingual methodology, staff members attended computer literacy and technical assistance workshops, and evaluation conferences at Hunter College. It is also apparent from interviews and observation that staff members have demonstrated professional growth, although objective measures are not available to substantiate these observations.

CURRICULUM DEVELOPMENT

The project proposed to design a curriculum integrating Haitian culture and orientation to the United States with all content areas. New York State and City curricula and syllabi were to be adapted and translated to suit the cultural and linguistic needs of French and Creole speakers. In its second and third years, the project would develop curricula in three levels of applied E.S.L., native language studies (French/Creole literature), and international studies.

As in the second project year, the curriculum development component was not seriously addressed this year. At Hillcrest, there was no attempt to develop curriculum materials. A native language studies course was taught the second year, but was cancelled this year. At Brandeis, the social studies course materials were translated into French by the grade advisor/teacher, but there was not enough time to address routine problems faced by project students, let alone develop curricula for new courses.

At Erasmus Hall, greater efforts were made in this direction. The curriculum developer was placed at Erasmus Hall, with the understanding that he would develop curriculum in social studies, and then disseminate it to the other participating schools. However, given the change in administration at Erasmus, and the need to test, identify, and serve large numbers of previously unserved Haitians, this person was assigned testing and administrative tasks in the school, including programming for all Haitian students, which precluded his fulfilling his curriculum development function. However, the curriculum developer was able to

translate and adapt lesson plans in French for an economics class. He had also finished a curriculum for a Haitian literature class, although that class was not taught the second semester of this year.

During summer 1983, curricula were developed in Creole in general science (Syans Jeneral Nevyem Ave) and in French in Haitian literature (Litterature Haitienne/Un Apercu Haitian Literature) and Haitian history (Pages D'Histoire D'Haiti).

PARENTAL INVOLVEMENT

The program proposed to provide E.S.L., Americanization, and G.E.D. classes for parents and older siblings and to offer on-site training in bilingual methodology so that parents could help their children at home. The proposal also predicted that 10 to 15 percent more of the parents of program students than mainstream students would attend school functions.

In interviews, staff members noted that there were cultural factors influencing parental involvement. Traditionally, Haitian parents do not tend to be as involved in their children's education as their American counterparts.

At Hillcrest, three Haitian parents attended parent/teacher conferences held during the first term. Parents of project students at this site were referred to the local community center, Haitian-Americans United for Progress, Jamaica High School, and York College for E.S.L. classes.

At Erasmus Hall, 25 parents attended the P.T.A. open-school night, a great improvement over previous project years according to the grade advisor. The school also offered E.S.L. classes on Saturdays, which parents were encouraged to attend. They were also referred to the

Catholic Center and St. Matthew's Church for E.S.L. classes. Evening classes were held at the Catholic Center from 7:00 to 9:00 p.m. and a review of the project's logs during fall '82 revealed that approximately 40 adults were enrolled in a High School Equivalency mathematics class, 25 were enrolled in intermediate math, and 40 were enrolled at various levels of E.S.L. instruction.

The Brandeis grade advisor taught E.S.L. and G.E.D. classes to approximately 25 persons at a neighborhood center. Parents of project students were referred to that center. Project records revealed that evening classes at this site included social studies, science, and mathematics, in addition to High School Equivalency preparation. Approximately 25 adults attended each session. However, since all of these courses were open to all community members, the extent of parental involvement could not be determined.

AFFECTIVE DOMAIN

Project staff and school administrators at all three sites indicated that the behavior, attitudes, and attendance of project participants had greatly improved as a result of project activities. This growth was attributed to the security students felt in having people who shared their language and culture to whom they could turn for advice, encouragement, and problem-solving. In addition, project staff members emphasized the development of students' strong self-concept and greater cultural awareness, in addition to academic achievement.

On a project-developed scale, students at both Erasmus Hall and Brandeis showed improved cultural attitudes and plans for the future.

Of 20 twelfth-grade students who reported post-high school plans, 19 students hoped to attend college. Those students interviewed by a member of the evaluation team also felt the project staff had helped them a great deal just by being able to talk to them in their own language. The social and emotional support had offered them a foundation on which to build a stronger academic record once mainstreamed.

V. FINDINGS: STUDENTS ACHIEVEMENT, ATTITUDES, AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four times for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Tables 4 and 5 present the test results for

*Board of Education of the City of New York, Division of High Schools 1978.

students who were pre- and post-tested with the same test level during each semester.

Data were missing or incomplete for 45 Brandeis and 80 Hillcrest students in the fall semester and for 31 Brandeis and 81 Hillcrest students in the spring semester. No data were provided for KANPE students at Erasmus Hall for either semester. The small number of valid cases for both Brandeis and Hillcrest was the result of missing data for a majority of their respective populations. The number of Fall CREST post-test scores received for Brandeis students was 10, dropping the sample to 20 percent of its original size. Of these, another 50 percent (n=5) had other missing data preventing inclusion in the analysis. The data were slightly better for the spring: Brandeis students with complete data accounted for 38 percent (n=19) of the original sample.

Statistics on CREST data were similar for students at Hillcrest. For the fall, only seven CREST post-test results were reported, setting the maximum number of complete/valid cases at 8.1 percent of the initial sample size. Reported CREST data for Hillcrest were similar in the spring. Six post-test scores were provided establishing a sample that was 6.9 percent of the original population.

The program proposed that 90 percent of the KANPE students would master an average of one CREST objective per four weeks of treatment. Since the sample sizes are small and only two schools are represented in the analysis, caution is required in interpreting the results presented in Tables 4 and 5.

Examination of Table 4 reveals that in the fall, program students mastered an average of 2.8 CREST objectives per month. When examined by site, five Brandeis students mastered an average of 3.1 CREST objectives per month on Levels I and II. At Hillcrest, the five students tested on Level I in the fall mastered 3.3 CREST objectives per month. The two students tested on Level III mastered 0.5 CREST objectives per month.

In the spring, program students mastered an average of 1.3 CREST objectives per month. At Brandeis, students tested on Levels I and II mastered an average of 1.7 CREST objectives per month; Level III mastery was 0.8 objectives. At Hillcrest, Levels I and II students mastered an average of 0.9 CREST objectives per month, while students at Level III mastered 1.0 objectives.

As a whole, students at all levels met the program objective. Additional data on the performance of KANPE students at Hillcrest High School on the Regents Examination in English were provided by the assistant principal of that school. According to his report, 36.84 percent of the students taking the test received a passing grade.

TABLE 4

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level, Fall*)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered**	Average Months of Treatment	Objectives Mastered Per Month
			Louis Brandeis			
I	4	7.25	16.50	9.25	2.87	3.22
II	1	16.00	24.00	8.00	3.00	2.67
Brandeis Total	5	9.00	18.00	9.00	2.89	3.11
			Hillcrest			
I	5	9.40	18.40	9.00	2.77	3.33
III	2	13.00	14.50	1.50	2.88	0.53
Hillcrest Total	7	10.43	17.29	6.86	2.80	2.53
Project Total	12	9.72	17.65	7.93	2.85	2.82

*No CREST data were available for Erasmus Hall (n=137).

**Post-test minus pre-test.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level, Spring*)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered**	Average Months of Treatment	Objectives Mastered Per Month
			Louis Brandeis			
I	11	5.45	13.82	8.36	3.91	2.14
II	6	16.83	21.83	5.00	3.93	1.27
III	2	11.00	14.00	3.00	3.84	0.79
Brandeis Total	19	9.63	16.37	6.74	3.91	1.72
			Hillcrest			
I	2	19.00	22.50	3.50	3.90	0.88
II	3	13.33	17.00	3.67	3.77	0.97
III	1	11.00	15.00	4.00	3.92	1.02
Hillcrest Total	6	14.83	18.50	3.67	3.84	0.95
Project Total	25	12.23	17.44	5.21	3.88	1.34

*No CREST data were available for Erasmus Hall (n=137).

**Post-test minus pre-test.

NATIVE LANGUAGE ACHIEVEMENT

The program objective in this area proposed that students would demonstrate a significant increase in native language achievement in French and Creole on standardized tests and/or teacher-made instruments. Since data on student achievement were not provided in this way, the objective was revised to state that 70 percent of the students would pass their native language courses (a guideline used by other bilingual high school programs in New York City). As can be seen in Table 6, both fall and spring language studies students at all three sites met this criterion.

Additional data were provided on student performance on the Regents Examination in French at Hillcrest. At this site, nine out of ten students taking the exam received a passing grade.

TABLE 6

Number of KANPE Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies[a]

School	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Brandeis	20	100.0	7	100.0	4	100.0	0	0.0	31	100.0
Erasmus Hall	23	78.3	22	95.5	0	0.0	0	0.0	45	86.7
Hillcrest	1	100.0	6	83.3	5	100.0	0	0.0	12	91.7
				Spring						
Brandeis	25	100.0	8	100.0	5	100.0	0	0.0	38	100.0
Erasmus Hall	79	74.7	33	97.0	0	0.0	0	0.0	112	81.2
Hillcrest	1	100.0	5	100.0	4	100.0	1	100.0	11	100.0

[a]Courses include: basic skills/remedial II, native language 1, 3, 4, 5, and advanced placement language.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

The program proposed that 90 percent of the students would score 75 percent or above in these content areas. Since student achievement data were not provided in this way, the objective was revised to state that 70 percent of the students would pass teacher-made examinations in these areas (an objective proposed by other bilingual high school programs in New York City).

Tables 7 and 8 present the passing rates for program students enrolled in mathematics, science, and social studies courses by grade in the fall and spring.

The overall passing rates of students who were reported as enrolled in mathematics classes were 53.7 percent in the fall and 66.7 percent in the spring. The overall passing rates in science courses were 88.6 percent in the fall and 82.0 percent in the spring. Finally, the overall passing rates in social studies courses were 64.0 percent in the fall and 73.7 percent in the spring. Thus, the revised program objective was achieved by students in science classes in both semesters and in social studies courses in the spring.

There was some variability in passing rates from site-to-site and by content area. In the fall, students at Erasmus Hall were the poorest performers in mathematics courses, yet this group achieved the highest passing rates of any site in science. In social studies, fall passing rates ranged from 48.6 percent at Brandeis to 84.4 percent at Hillcrest. In the spring, the Erasmus Hall group still achieved the lowest passing rates in mathematics, and were on par with the Hillcrest students in

science classes. The performance of Brandeis students increased from fall to spring with overall passing rates of 72 percent in both mathematics and social studies.

In addition, Regent's Examination results in the areas of math, science, and social studies were reported by Hillcrest. The percentage of students passing these exams was 45 percent (n=9) for math, 50 percent (n=8) for science, and 31.3 percent (n=5) for social studies.

TABLE 7

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	110	39.1	55	69.1	15	73.3	10	100.0	190	53.7
Science	33	87.9	35	88.6	8	75.0	12	100.0	88	88.8
Social Studies	100	51.0	51	78.4	15	86.7	12	83.3	178	64.0
Hillcrest High School										
Mathematics	12	66.7	15	53.3	10	70.0	10	100.0	47	70.2
Science	11	72.7	13	69.2	8	75.0	12	100.0	44	79.5
Social Studies	9	77.8	14	85.7	10	90.0	12	83.3	45	84.4
Erasmus Hall High School										
Mathematics	75	32.0	29	79.3	0	0.0	0	0.0	104	45.2
Science	22	95.5	22	100.0	0	0.0	0	0.0	44	97.7
Social Studies	71	52.1	27	81.5	0	0.0	0	0.0	98	60.2
Louis D. Brandeis High School										
Mathematics	23	47.8	11	63.6	5	80.0	0	0.0	39	56.4
Social Studies	20	35.0	10	60.0	5	80.0	0	0.0	35	48.6

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	139	54.0	67	82.1	21	85.7	10	100.0	237	66.7
Science	50	82.0	32	87.5	10	90.0	8	50.0	100	82.0
Social Studies	130	67.7	67	85.1	18	83.3	9	55.6	224	73.7
Hillcrest High School										
Mathematics	12	66.7	16	68.8	15	86.7	10	100.0	53	79.2
Science	11	100.0	12	83.3	10	90.0	8	50.0	41	82.9
Social Studies	10	90.0	19	68.4	12	83.3	9	55.6	50	74.0
Erasmus High School										
Mathematics	96	49.0	36	86.8	0	0.0	0	0.0	134	59.7
Science	39	76.9	20	90.0	0	0.0	0	0.0	59	81.4
Social Studies	89	66.3	35	94.3	0	0.0	0	0.0	124	74.2
Louis D. Brandeis High School										
Mathematics	31	64.5	13	84.6	6	83.3	0	0.0	50	72.0
Social Studies	31	64.5	13	84.6	6	83.3	0	0.0	50	72.0

ATTITUDE MEASURES

The program proposed that 90 percent of the students would improve their attitudes toward school and cultural heritage at least one scale unit on a program-developed instrument, as a result of their participation in the program.

Attitude measurements were provided by the program for the spring semester only and were submitted on a "pass-fail" basis. This was interpreted as follows: a student who received a "pass" rating was said to manifest a positive attitude; one whose rating was "fail" did not. Thus, the objective was evaluated against a criterion that a minimum of 90 percent of the students would have a positive attitude.

As seen in Table 9, none of the student groups managed to achieve the 90 percent objective. However, the use of these scales is quite problematic from a psychometric point of view as their validity and reliability are not known. Refer to recommendations concerning continued use of these scales.

TABLE 9

Number of Program Students and Percent Holding

Positive Attitudes Toward School and Cultural Heritage

School	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Attitude Toward School										
Brandeis	23	82.6	7	71.4	2	100.0	0	0.0	32	81.3
Erasmus Hall	96	59.4	40	75.0	0	0.0	0	0.0	136	64.0
Hillcrest	1	0.0	1	100.0	5	40.0	11	20.0	18	27.8
Total	120	63.3	48	75.0	7	57.1	11	20.0	186	63.4
Attitude Toward Cultural Heritage										
Brandeis	23	69.6	6	83.3	2	100.0	0	0.0	31	74.2
Erasmus Hall	95	54.7	40	82.5	0	0.0	0	0.0	135	63.0
Hillcrest	1	0.0	1	100.0	5	40.0	10	40.0	18	44.4
Total	119	57.1	47	83.0	7	57.1	10	40.0	184	63.0

STUDENT ATTENDANCE

Program objectives called for a comparison of the attendance rate for program students to an average of the school-wide attendance rates. Table 10 presents a summary of this comparison.

Since the attendance rate for program students was included in the school-wide attendance rates, a special procedure was used in computing the usual statistical test for a significant difference between two proportions. In the z-test formula below, p is the attendance rate for program students and P is the expected proportion (the schools' attendance rate). Attendance is considered a dichotomous variable as it has the two values "present/absent."

The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P; and n=the number of program students.

On the average, the attendance rate for program students was found to be 13.17 percentage points higher than the average school-wide attendance rates. This difference is statistically significant at the .001 level as measured by a one-tailed z-test.

Program objectives also proposed that as a result of program participation, the student drop-out rate would be less than the drop-out rate for mainstream students. Since data were not submitted for mainstream students, a comparison is not possible. However, the percentage

of students reported as leaving the program was 12.1 percent (n=28). The reasons for not participating further were: graduated - 67.9 percent (n=19); discharged or transferred to another program - 7.1 percent (n=2); truant - 3.6 percent (n=1); and other - 21.4 percent (n=6).

TABLE 10

Significance of the Difference Between the Attendance Percentages of Program Students and the Average Attendance Percentage of the Participating Schools

PROJECT KANPE STUDENTS

Grade	Number of Students	Mean Percentage	Standard Deviation
9	130	94.82	11.08
10	58	95.07	7.83
11	24	93.13	10.74
12	19	93.95	3.84
TOTAL	231	94.64	9.85

Average School-Wide Attendance Percentage of Participating Sites= 81.47

Percentage Difference = 13.17 $z = 5.88$ $p = .001$

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Site Selection and Articulation of Program Activities with Existing Services and Staff at Participating Schools

The project planned to function in conjunction with ongoing bilingual education programs at the chosen sites. The proposal indicated that program activities would be coordinated with tax-levy and other bilingual services at the sites. It appears, however, especially in the case of Brandeis and Hillcrest that the participating schools, although expected to provide tax-levy services as a basis for those provided by Project KANPE, did not provide an optimal level of support. In fact, only Erasmus Hall offered a basic bilingual education program providing content-area instruction in the native language which was begun during the second year of the project.

It was concomitantly assumed that there would be a minimum of 61 bilingual teachers and 40 bilingual paraprofessionals at the sites. The program was to supplement the activities of these staff members. In actuality, there were only 12 bilingual teachers and three paraprofessionals at the sites.

It is clear that the project was heavily influenced by the school context in which it functioned, as it "meshed" with whatever services were provided on-site. In some cases, the KANPE staff moved in to fill a vacuum, for which the program was not funded, overburdening the KANPE staff. Although this shift was certainly educationally reasonable

and realistic, the program design and objectives were not revised to reflect this change in program operation.

Composition of the Target Population

The program proposed to serve 450 talented Haitian LEP students. This year, there were 50 program students at Brandeis (none were identified as gifted), 93 at Hillcrest (50 gifted students), and 180 at Erasmus Hall (12 gifted students). At Erasmus Hall, a change in administration and policy towards services for LEP students resulted in the identification of many more students in need of services -- more students than KANPE was funded to serve. As this was a transitional period in the school, services were being organized as students were being identified. Rather than focus on only the gifted, the KANPE staff were involved in the wider processes of identification and programming of this large group of students. In essence, the program became a basic skills program because it became obvious that this need took precedence over instruction for the gifted. Based on site visits and interviews with project staff and school administrators, the evaluation team found, as a whole, that Project KANPE did not serve Haitian talented students. Rather, the project served those Haitian students most in need of basic skills and remediation.

Procedures for Identifying Students

Students were identified differently at each site. The French reading test cited in the proposal as an instrument for identification was used at only two sites. The most reliable source of identification were individual recommendations made by project staff members. Based on

their knowledge of students' achievement, staff members identified those students most in need of services.

Supervision of On-Site Personnel

Inherent in the organization of multiple-site projects is the contradiction in lines of supervision of site-based project personnel. In most cases, these individuals are supervised by both the school and program administrations. As in the case of Project KANPE staff, program staff members are sometimes given assignments which are beyond or different from the scope of the project. If no reasonable alternative is available, the project director may grant permission for the change in assignment, or he may try to have the assignment changed. For example, the resource person at Hillcrest was assigned to teach five classes. This situation, although supposedly temporary, did not change. In another case in which a project staff member was given teaching assignments, the intervention of the project director was enough to have the person relieved of teaching responsibilities.

In general, it appears that if there is limited tax-levy staff in the schools, project staff are called in to assume some of these functions, and the project often has little alternative but to sacrifice the original scope of the program.

Program Structure and Articulation with Non-Project Staff Members at Participating Schools

It was evident that the on-site staff of Project KANPE developed excellent working relationships with the students and mainstream staff. However, in some instances there appeared to be a lack of agreement

between project staff and the school administrations concerning the program's goals and functions. For example, the Hillcrest administration emphasized a strong E.S.L. program supported with a Haitian Club, as opposed to a bilingual instructional program. This variability may again be due to school administrations' individual priorities and philosophies, which may differ from those of the project as proposed. This appears to be an area to be resolved as the outset of a funding cycle.

Documentation of Program Activities

In general, the evaluation team was unable to obtain sufficient documentation of program activities to assess whether the program's objectives had been met. Attendance records were kept for participants in E.S.L. classes taught by project staff at two community centers (not all participants in these classes were expected to be Project KANPE parents). Logs of staff activities were kept at Brandeis, but were not implemented at the other sites. There was no central system for documentation of services to students at any of the sites, as the school-based staff was heavily burdened with programming, testing, or teaching responsibilities.

Although data were submitted at the end of the school year for evaluation purposes, documentation of E.S.L./English instruction was frequently missing.

Language Policy and Language Use

The language policy proposed by the project was the use of French and Creole for instruction, with the introduction of English summaries following the presentation of the lesson. The balance of French and Creole was not specified. In actuality, language use differed at the

sites, depending on the kind of instruction available:

> At Erasmus, instruction was in English and French, with explanations in Creole.
>
> At Brandeis, instruction was mostly in French, with explanations in Creole.
>
> At Hillcrest, there were no bilingual classes; only instruction in French as a second language was available.

Native language classes are generally conducted in French at all sites. The question of language policy for Haitians continues to be a major issue, and a focus of disagreement in the Haitian community. Many educators favor French as the language of literacy, and continue to advocate its use. Others, arguing that Creole is the native language of most Haitians, and that as many Haitian students' mastery of French is limited, say that Creole should be the medium of instruction. In reality, students enter classrooms with various degrees of proficiency in French, and with varying levels of cognitive development. One policy of language use for instruction, if applied uniformly across classrooms and schools, might well result in inappropriate language use in classrooms given the heterogeneity of student need.

A second issue is that, although Project KANPE developed a policy for language use in general terms, the project staff does not have supervisory responsibility for content instruction at the participating schools. This is the responsibility for the appropriate associate principals. Therefore, the ability of the project staff to supervise the implementation of a language use policy is quite limited, and must be mediated through school-based supervisors. Finally, the diversity of

student needs makes the specification of a particular balance of languages used difficult.

Summary

It is evident that the program has not been implemented as proposed, in large part because actual student needs differed, as did the school staffing patterns. However, the program has served the needs of Haitian LEP students at all sites. The three final sites, Hillcrest, Erasmus Hall, and Brandeis, were appropriate choices for the program because all had large numbers of Haitian students; however, the proposed objectives of the program did not address most students' academic needs. The program was successful largely as a result of competent grade advisors and project staff who drew upon available resources to meet the needs of participating students.

RECOMMENDATIONS

Based on interviews with project staff, students, and school administrators, in addition to visits to all three sites, the evaluation team offers the following recommendations for future projects serving similar populations:

1. Site Selection. For future projects, sites should be selected on the basis of a needs assessment, based, in turn, on the most comprehensive survey information on LEP students (the BESIS). This would ensure that program resources are placed where the greatest need exists. A further needs assessment might be conducted at each of the proposed sites, to determine the most strategic ways in which program resources could be utilized on site.

In addition, the Division of High Schools, which is responsible for the implementation of the projects at a central level, might consider entering into a more formal agreement with schools which elect to participate in centrally-administered multiple-site programs. This agreement might make explicit the school resources which will be provided as a basis for project functioning. This identification of needs and allocation of resources would serve to avoid situations in which project staff members find themselves supplanting tax-levy functions and working outside the scope of the project as proposed. Title VII can and does provide capacity-building and support for schools through central projects, but in turn, the accompanying commitment should be made by the participating schools.

2. Role of the Central Administration. Implementation of a central program across a variety of school sites appears to be facilitated when the central staff can play an active leadership role, disseminating information about the project, providing training and support to classroom teachers, formulating policy which may be then implemented through the collaboration of school administrators. This implies that central project directors need to be able to spend sufficient time communicating with school administrators, project staff members, and school teaching staffs in the participating schools. Areas of potential coordination and agreement are the allocation of resources, discussed above, and the formulation and supervision of a language use policy for instruction. It should be noted, however, that the optimal staffing of a central project includes a project director or coordinator who is able to work

full-time with the project. If such projects depend upon the services of an individual who has multiple administrative responsibilities, this articulation with the field is likely to be attenuated because of conflicting administrative demands. Without such contact with the field, on-site personnel stand a greater chance of being absorbed into the priorities of school administrators, and these often differ from those of the project proposal.

3. Focus of Future Program Services. Emerging from the evaluation of Project KANPE over its three-year history, is a clear and continuing need for basic skills development for Haitian students in New York City high schools, and for basic instructional programs in a language in which they can effectively participate. It is recommended that future proposals to serve similar students be designed to meet this need.

4. Record-Keeping. The project implemented logs to document program functioning in its third year. Such record-keeping is to be encouraged, in the form of lists of students receiving services, the types of services received, the frequency of activities, participants in activities, etc.

A system should be established to gather and record information about the academic programs and achievement of all participating students. Each program student should have a file which includes test scores, date and criteria for entry into the program, exit criteria, follow-up services, and attendance.

5. Magnet Programs. Central Board of Education decision-makers, in an effort to serve dispersed groups of LEP students, might consider

developing magnet programs at chosen high school sites, with full compliance of the principal(s), where services might be concentrated for smaller language groups with varying subpopulations.

6. Data Reporting. To insure that student growth is being adequately measured, future projects should make sure that all students are assessed as proposed, and that data are reportedly completely and accurately.

7. Use of Attitude Scales. Since the reliability of the project-developed scales used to measure student attitudes toward school and native cultural heritage has been questioned, future proposals should consider other types of measures as indicators of student attitudes. These might include attendance rates or post-high school plans, or a staff-developed pre- and post-test of native heritage administered at the beginning and end of the school year, rather than an attitude scale.

8. Parental Involvement. Continuing efforts should be made to involve parents in program activities, such as the E.S.L. classes. Since several radio programs serve the Haitian community, perhaps future dissemination efforts could use this medium to inform the community about the program and its services.

9. Curriculum development should focus on the continued translation and adaptation of instructional materials which directly meet student needs as assessed. The project should try to share available resources to avoid duplication of efforts.